DOCUMENT RESUME

ED 474 490 PS 031 091

AUTHOR	Anderson, Beckie
TITLE	Colorado Even Start Progress Report, 2001-2002.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	2002-00-00
NOTE	42p.; For 2000-2001 report, see ED 466 300.
AVAILABLE FROM	Even Start Coordinator, Colorado Department of Education, 201 East Colfax Avenue, Denver, CO 80203. Tel: 303-866-6674; e-mail: fielden_f@cde.state.co.us. For full text: http://www.cde.state.co.us/ cdecare/evenstart.htm.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Cost Effectiveness; *Early Intervention; Early Parenthood; *Family Literacy; Family Support; Followup Studies; *Literacy Education; *Parent Education; Poverty; Preschool Children; Preschool Education; Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS	*Colorado; *Even Start

ABSTRACT

Even Start programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time together to help break the cycle of poverty and illiteracy. This progress report describes the Even Start program in Colorado and presents evaluation findings from the 2001-2002 implementation year, findings from a follow-up study of the long-term effects of Even Start, and findings from local program evaluations related to educational gains of adults and children, parenting goals, families' self-sufficiency goals, and program cost effectiveness. Findings from the follow-up study of mothers and children who had attended the program during the past 9 years revealed that although 60 percent of mothers were employed at low-paying jobs and were struggling to meet their family's basic needs, the mothers read to their children regularly and helped them with homework, and their children's school performance was better than that of their classmates. Reductions in the percent of Even Start parents passing the GED exam or graduating from high school were attributed to state changes in GED testing. Over 90 percent of Even Start children in primary grades attended school 80 percent or more of the time. The percentage of Even Start children promoted to the next grade-level in the primary grades has remained at over 90 percent for 5 years. The percentages of parents of infants/preschoolers showing sustained evidence of desirable parenting skills increased over the past year. Family self-sufficiency gains included a greater percentage of employed parents and improvement in employment status. The average cost of serving an Even Start family increased over that of last year. The report's three appendices contain the 2001-2002 progress report data collection form, list the state performance measures, and provide contact information for each Colorado Even Start program. (Contains 21 references.) (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

PS PSTR 0090

COLORADO EVEN START

ED 474 490

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Karen Hoff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PS031091

2001–2002 PROGRESS REPORT

BEST COPY AVAILABLE

CONTENTS

Key Findings . . . 2
The Efficacy of Family Literacy . . . 2
The Background of Even Start . . . 3
Even Start Family Literacy Initiative Grant . . . 4
Colorado Even Start Programs . . . 5
Colorado Family Literacy State Performance Measures—Outcomes . . . 7
Evaluation Questions and Methods . . . 9
Follow-up Study . . . 9
- The Mothers . . . 10
- Mothers' Educational Accomplishments . . . 10
- The Children . . . 11
- Mother's Involvement in Child's Learning . . . 12

Local Program Evaluations . . . 13
Statewide Evaluation Results . . . 14
Who participated in Even Start in 2001–2002? . . . 14
How regularly did families attend Even Start programming? . . . 15
What educational gains did adults in Even Start make? . . . 15
What educational gains did children in Even Start achieve? . . . 16
What parenting goals did Even Start participants meet? . . . 17
What self-sufficiency gains did Even Start families make? . . . 19
Cost–Benefit Analysis . . . 20
What was the cost of serving Even Start families in 2001–2002? . . . 20
What family changes resulted in tax-dollar savings through reduced dependence on educational and social services? . . . 20
What family changes in employment resulted in increased tax revenues? . . . 22
Conclusion . . . 23
Steps Toward the Future . . . 23
References . . . 24
APPENDIX A: *Colorado Even Start 2001–2002 Progress Report Data Collection Form* . . . 25
APPENDIX B: *Colorado Family Literacy State Performance Measures* . . . 34
APPENDIX C: *Colorado Even Start Directory* . . . 39

This report is available online at **www.cde.state.co.us/cdecare/evenstart.htm**.

COLORADO EVEN START

2001–2002 Progress Report

Prepared by Beckie Anderson
for the Colorado Department of Education

Key Findings

Since 1997, the Colorado Department of Education has utilized an independent evaluator to coordinate annual statewide evaluations of the **Even Start** Family Literacy program, including evaluation of individual programs and assessment of state-level impact. During the past five years, outcome data have also been collected to determine the gains made by families in the program. This year an additional follow-up study was conducted through the **Even Start** program in Trinidad to determine the long-term effects of family literacy services provided in that community. Key findings from the follow-up study include these data:

- Currently, all children who previously had been in the **Even Start** program are reading at or above grade level, while almost one-third of comparison children (randomly selected children from the same class not served by **Even Start**) are reading below grade level.
- Teachers rated **Even Start** children higher, by 15 percentage points or more, than comparison children on overall academic performance, reading skills, and writing skills.
- Teachers reported strengths in reading, writing, and listening almost twice as often for **Even Start** children as they did for comparison children.
- Teachers described **Even Start** parents as more frequently involved (by 21%) in their children's education than comparison parents.
- Eleven out of twelve of the mothers who enrolled in **Even Start** to earn a GED certificate accomplished this goal.

An **Even Start** family literacy program is an integrated adult-education, early-childhood, and parent-support program, as well as a service that facilitates parents and children spending time together in literacy activities. This Progress Report provides information on the Trinidad follow-up study, in addition to details about the educational and self-sufficiency gains made by **Even Start** families in Colorado for the past five years. The report includes a cost–benefit analysis comparing the expense of providing **Even Start** services to tax dollars saved through families' reduced needs for services, and through increased tax revenue generated by parents' employment. The report ends with a look toward the future for **Even Start** and family literacy programming in Colorado.

The Efficacy of Family Literacy

Research repeatedly demonstrates the connection between children's academic success and parents' level of education. Keith Lance, director of the Colorado Literacy Research Initiative, states, "One of the strongest predictors of an individual's level of educational attainment—perhaps the strongest predictor—is their parents' level of education attainment" (1999).

Using an experimental design, an analysis of data from the National Evaluation of Welfare-to-Work Strategies Child Outcomes Study demonstrated a causal relationship between increasing a mother's education and improving her child's academic performance. Mothers were randomly placed in either education-first programs or work-first programs. The study included a control group of mothers at each site that received no extra services. Investigators found that increases in maternal education were significantly and positively associated with children's academic school readiness, and negatively associated with children's academic problems (Magnuson & McGroder, 2001). Researchers consider the effects found in this study to be significant enough to assist

BEST COPY AVAILABLE

policy-makers in the formulation of programs for work, welfare, and educational training for low-income mothers.

A longitudinal study of kindergartners revealed that children's performance in reading, mathematics, and general knowledge increased with the level of their mothers' educations (West, Denton & Germino-Hausken, 2000). These researchers also found that home activities such as reading to the child or interacting through play, which related to a child's school preparedness and chances for later success in school, varied by the level of the mother's education. The number of kindergartners read to every day increased as their mothers' educational levels increased.

An analysis of the results of United States history composite scores for 12th-graders in U.S. public schools shows that as a predictor of these scores, parental education outweighs race/ethnicity, TV-viewing habits, home-reading materials, poverty, school location, and gender (Lance, 2002). A 28-point difference existed between the average scores of seniors whose parents graduated from college and those whose parents did not graduate from high school.

These research findings point to the intergenerational connections for learning and education. Intergenerational ties are the foundation for the family literacy program model.

Hayes (1999), looking specifically at quality **Even Start** programs, reports that families enrolled in family literacy programs "change the patterns of language used in the home to be more consistent with patterns shown to be related to later school success of children" (p.7). Families showed significant improvements in the amount of shared reading by parents and children, the variety of reading and writing activities, and time spent discussing the children's activities.

Hayes (1999) also found that parents participating in well-implemented **Even Start** programs made significant increases in the types of literacy activities they used to support their child's education, such as helping their child with homework, reading with their child, talking with their child's teachers, and volunteering at school. The same parents also made significant improvements in their self-concepts as demonstrated through changes in how they viewed the importance of their roles as parents.

A longitudinal evaluation project of **Even Start** in New York (2001) used in-depth case studies of ten families from seven programs. Families in the study faced basic survival issues such a child-care, transportation, and physical and mental health problems. The cases demonstrated "the real individual effort that outcome statistics often mask, that is, the energy required to make even modest gains when the barriers are substantial" (p.4). Results indicate that the families' lives changed as a result of **Even Start.** Most notably, parents improved their ability to support their children's success in school.

The Background of Even Start

The purpose of **Even Start,** as outlined in federal legislation, is to help break the intergenerational cycle of poverty and illiteracy by providing a unified family literacy program for low-income families. **Even Start** has three related goals:

- to help parents improve their literacy skills.
- to help parents become full partners in educating their children, and
- to assist children in reaching their full potential as learners.

An analysis of 1997 population surveys conducted by the United States Census Bureau indicated that over four million families were eligible for **Even Start** services, when the age of children in the household and the educational attainment of the parents were considered. Almost two million of these families were living in poverty. Currently, **Even Start** serves approximately 30,000 families a year (U.S. Department of Education, 2002).

Even Start is funded through the U.S. Department of Education under the No Child Left Behind Act, Title I. Title I is the largest federally funded program designed to provide educational services for preschool, elementary, and secondary students. **Even Start,** which is Part B, Subpart 3 of Title I, is a small program

BEST COPY AVAILABLE

compared to all other Title I programs. Federal funding for Part B **Even Start** is 2.4% of the total allocation for Title I.

National funding for **Even Start** this year totaled $250 million. These funds are allocated to state departments of education and distributed to local programs through competitive grants. In Colorado, **Even Start** is administered by a state coordinator, housed in the Center for At-Risk Education at the Colorado Department of Education.

Even Start Family Literacy Initiative Grant

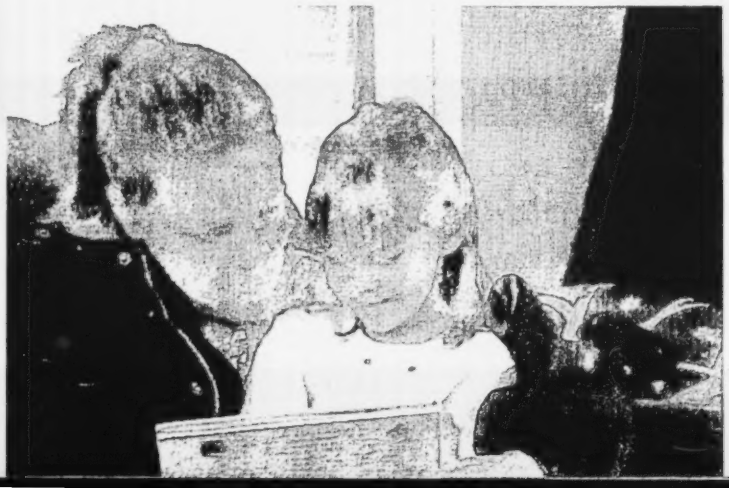
In addition to receiving the federal allocation for funding and administering **Even Start** programs, Colorado completed the second year of an **Even Start** Family Literacy Initiative Grant. The grant money, $250,000 for each of two years, was used to build state-level capacity for family literacy in Colorado. Through a one-time extension of the grant, carry-over funds will continue these efforts in 2002–2003.

Through the Initiative Grant, the Colorado Family Literacy Consortium was created as the major vehicle for building state-level capacity. The Consortium is composed of members representing Catholic Charities, the Center for Effective Parent Involvement in Public Education, Colorado Department of Education (including Adult Education & Family Literacy, Colorado Preschool Program, **Even Start**, Library Services, Migrant Education, Prevention Initiatives, Regional Assistance Centers, and Title I), Colorado Department of Health and Human Services (Colorado Works/Temporary Assistance for Need Families {TANF}), Colorado State University, Colorado Statewide Parent Coalition, Governor's Office (Head Start/State Collaboration Project), Head Start, Home Instruction for Parents of Preschool Youngsters (HIPPY), Metropolitan State College, Mid-Continent Research for Education and Learning, and University of Colorado at Denver. Consortium goals are to improve the quality of family literacy programs in the state through increased accountability measures, quality training experiences, dissemination of information, and collaboration among state agencies.

Consortium workgroups developed a Colorado Family Literacy Website (**www.coloradoliteracy.net**) and established family literacy demonstration sites in Fort Collins and Trinidad. Trainings at the sites are being provided for communities that are in the planning process, as well as for other family literacy personnel throughout the state. Mini-grants were awarded to communities for developing initiatives to serve TANF recipients through collaborations between local **Even Start** programs and county Departments of Human Services.

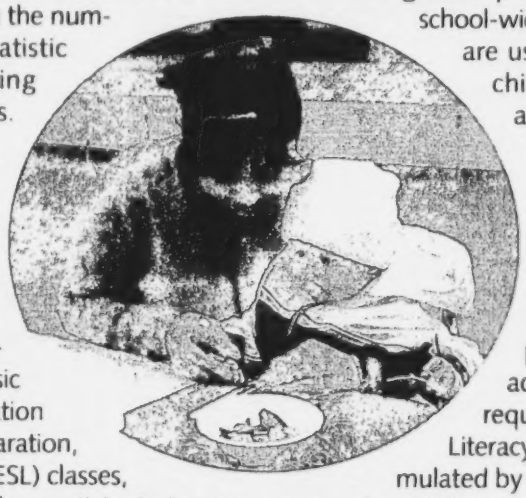
HOUSE BILL 02-1303 CONCERNING THE ESTABLISHMENT OF A FAMILY LITERACY EDUCATION GRANT PROGRAM became an act at the end of the 2002 legislative session, signed into law by Colorado's governor. Consortium members worked throughout the process of the bill's creation and passage to educate state legislators about family literacy. The bill passed without a fiscal note. Private donations from individuals and foundations are being sought to support the fund.

In August of 2002, the Consortium sponsored the inaugural Colorado Family Literacy Institute. Keynote speakers included Sharon Darling, president of the National Center for Family Literacy, and Representative William F. Goodling, who served in the U.S. Congress from 1975–2001, chaired the House Committee on Economic and Educational Opportunities and the House Committee on Education and the Workforce, and is considered the "*Father of* ***Even Start***." The two-day conference provided opportunities for basic and advanced training, networking, and presentations by model programs.



Colorado Even Start Programs

The number of high-risk children in Colorado has decreased by 45% over the past ten years. At the same time, the percentage of births to mothers who have less than 12 years of education has been increasing since 1995. Just under 20% of births in Colorado are in this category (Colorado Children's Campaign, 2002); these births to low-literate mothers will most likely lead to an increase in the number of at-risk children. This statistic spotlights the state's continuing need for family literacy services.



The most common type of **Even Start** service in Colorado is a center-based program in which services are provided in a location, such as a school, where families come to participate. A typical session includes instruction time for parents in adult basic education (ABE), General Education Development (GED) exam preparation, English as a Second Language (ESL) classes, or job-skills training. Parents also participate in parent education and support activities. During adult education, the children are involved in an early childhood education (ECE) component. Early childhood options range from children learning and interacting in a preschool setting to 'homework help' for children in the primary grades. At some point during the session, children and parents come to together for literacy activities in a component referred to as Parent and Child Together (PACT) time. This often takes place in the early childhood room with activities initiated by the children. Sessions are usually held several times a week during the day or in the evening, depending on the needs of participating families.

Many of the Colorado **Even Start** program staff make regular home visits with participants to provide individualized literacy activities that address the unique needs of each family. Home visits are done in conjunction with center-based programs and are typically scheduled once a month.

Even Start programs may serve teen parents enrolled in high school. Teen parents often take parenting classes from **Even Start** personnel for high-school credit. PACT can be part of these classes or part of home visits. Adult education is obtained through the high school courses in which the teen parent is enrolled.

Even Start programs often operate in collaboration with school-based Title I programs due to their common goals in providing educational services. In school-wide Title I programs, where funds are used to support learning for all children, family-literacy services are often a part of the school's redesigned education plan. This year, Colorado **Even Start** programs were an integral part of 22 Title I school-wide initiatives.

The Colorado State Legislature passed the Colorado Basic Literacy Act in 1996. According to the requirements of this act, Individual Literacy Plans (ILPs) must be jointly formulated by parents, teachers, and administrators for children in the primary grades (K–3) who are not reading at grade level. **Even Start** personnel across the state are assisting school districts with the development of ILPs. When **Even Start** children are not reading at grade level, **Even Start** staff members become part of the resources delineated in an action plan.

During 2001–2002, there were fourteen fully funded **Even Start** programs in Colorado. The programs were located in Aurora, Boulder, Colorado Springs, Commerce City, Cortez, Denver (two programs), Durango, Pueblo, Roaring Fork Valley, San Luis Valley, Trinidad, Westcliffe, and Windsor.

Aurora Public Schools received an **Even Start** grant for the first time this year. The Aurora school district collaborates with Original Aurora Renewal, a non-profit organization supporting the City of Aurora. Classes are held at William Smith High School. The **Even Start** program is one of several family literacy programs operated by the school district.

The Boulder Valley Family Literacy Program successfully competed for an **Even Start** grant this year. In collaboration with Boulder County Head Start, the program serves families in three elementary schools in Lafayette and Boulder.

El Paso County Centers for Family Learning, the Colorado Springs program, is in its sixth year of **Even Start** funding. El Paso County School District 11 collaborates with El Paso County School District 2 and Community Partnership for Child Development (Head Start and the Colorado Preschool Program). Together these partners operate four family literacy sites in the county. One of the sites, at Pike Elementary School, serves single parents receiving TANF (Temporary Assistance for Needy Families) support. This program is provided through a partnership with the county's Department of Human Services.

The Commerce City **Even Start** Program has provided family literacy services for four years. Led by the Region II Migrant Education Program, this initiative partners with Adams County School District 14. Services are provided in a school district facility housed above a medical clinic. This program offers citizenship classes for parents who immigrate to the United States.

The Pinon Project in Cortez received a planning grant in 1997–98 and a full-implementation grant during each of the past four years. Working in partnership with the Southwest Board of Cooperative Services Adult Education Program, the Project provides **Even Start** programming at the Pinon Project Family Resource Center and Child Development Center in Cortez. The Child Development Center offers 100 hours per week of care and education services for at-risk children.

The Custer County Family Literacy Program received a planning grant in 1997–98 and has provided services for the past four years. The program is headed by the West Custer County Library District in association with Custer County School District C-1. Family literacy programming is part of a family center located in Westcliffe whose services include **Even Start**, an early care and education program, and a home visitation program.

Metropolitan State College-Quigg Newton/Focus Points **Even Start** Program received a planning grant in 1997–98 and has been serving families for four years. Synectics, Inc. is the fiscal agent in cooperation with Metropolitan State College. Program sites are in north Denver at Quigg Newton Homes, a federal housing project, and at Focus Points Family Resource Center in Five Points. Home visits are an integral part of this program.

The Southwest Family Centers **Even Start** Program has been operating for four years. This program works through a partnership with Mile High United Way and the Denver Public Schools/Family Resource Schools. Family literacy services are provided at Fairview Elementary in the Sun Valley neighborhood (government-subsidized housing) and Munroe Elementary in the Westwood neighborhood in southwest Denver. The program coordinates with Mi Casa Resource Center for Women, which provides job training and job placement support.

Durango School District 9R completed its first year of an **Even Start** grant in collaboration with the Durango Adult Education Center and Fort Lewis College. Family-literacy programming is provided at three elementary schools in the district: Fort Lewis Mesa, Park, and Sunnyside.

South Central Board of Cooperative Education Services (SCBOCES) and Pueblo School District 70 began an **Even Start** program this year at Avondale Elementary School, following the receipt of a planning grant during 2000–2001. The school is in the community

of Avondale, 15 miles east of Pueblo. Daytime adult education services are offered for parents studying for the GED exam. Evening services are provided for parents who want English language instruction.

Colorado Mountain College (CMC), based in Glenwood Springs, in partnership with Roaring Fork School District RE-1 and Garfield School District RE-2, has operated the Roaring Fork Valley **Even Start** Program for five years. Program sites are at Glenwood Springs Elementary School, CMC's Glenwood Center, Yampah Alternative High School, the CMC Center in Rifle, Wamsley Elementary School in Rifle, and Roy Moore Elementary School in Silt. This program primarily serves immigrants who have come to the Rocky Mountains to support the ski and tourist industries.

The San Luis Valley **Even Start** Program, La Llave, began with a planning grant and has provided family literacy services for four and a half years. The Alamosa School District works with the local campus of Trinidad State Junior College to support this initiative. Program services are offered in Alamosa, Monte Vista, and San Luis. These locations in the Valley are separated by a distance of 60 miles.

Trinidad State Junior College **Even Start**, located in Trinidad, has had an **Even Start** program for nine years. In cooperation with Las Animas County School District 1, it serves families at Trinidad State Junior College. This program recently became a family literacy demonstration site utilized for training **Even Start** personnel from around the state.

The Windsor Family Literacy Program received a planning grant in 1996–97, and is in its fifth year of **Even Start** funding. Headed by the Windsor School District (Weld County School District RE-4), the program operates in collaboration with Right to Read of Weld County. Families are served at two schools in Windsor and at one in Greeley. The program also serves teen parents and their children.

Colorado Family Literacy State Performance Measures—Outcomes

Even Start legislation requires states to develop and implement performance measures as indicators of program quality. Colorado has drafted and piloted performance measures over the past two years. These measures, approved by the Commissioner of the Colorado Department of Education, are being used for purposes of monitoring, evaluation, and program improvement.

Colorado's performance measures address program quality, adult literacy, children's literacy, parenting education, and family self-sufficiency. Benchmarks for performance are goals family-literacy staff members across the state use while working with families. The following table details outcomes of performance measures for the past two years.

Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002
1.1 One hundred percent of programs will provide four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families.	100% of programs provided four components of service.	100% of programs provided four components of service.
1.2 One hundred percent of programs will offer year-round services.	The average number of weeks of services offered by programs was 42.	The average number of weeks of services offered by programs was 42.5.
1.3 One hundred percent of programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy Plans (ILPs) for primary-grade children who are reading below grade level.	92% of programs coordinated with Title I, and 75% of programs participated with school staff in implementing ILPs.	93% of programs coordinated with Title I, and 93% of programs participated with school staff in implementing ILPs.
2.1 After 100 hours of adult participation in the program, 50% of parents will achieve their adult education goals as outlined in their family education plan.	79% of parents met their adult education goal.	86% of parents met their adult education goal.
3.1 After 300 hours of family participation in the program, 50% of parents will achieve their parenting goals according to their family education plans.	95% of parents achieved their parenting goal.	84% of parents achieved their parenting goal.
4.1 After 300 hours of family participation in the program and 90% school attendance, 75% of primary-grade children will be reading at grade level and will not be placed on ILPs; or will demonstrate one year's growth in literacy skills within one year.	85% of children in the primary grades were reading at grade level.	86% of children in the primary grades were reading at grade level.
4.2 After 300 hours of family participation, 75% of preschool-age children will be functioning at age-appropriate levels of development; or will demonstrate one year's growth in reading readiness skills within one year.	86% of preschool-age children were functioning at age-appropriate levels of development.	93% of preschool-age children were functioning at age-appropriate levels of development.
4.3 After 300 hours of family participation in the program, 75% of primary-grade children will attend public school 90% of the time.	54% of primary-grade children had high attendance.	69% of primary-grade children had high attendance.
4.4 After 300 hours of family participation, 90% of primary-grade children will be promoted to the next grade level.	100% of children were promoted to the next grade.	97% of children were promoted to the next grade.
5.1 After 300 hours of family participation in the program, 50% of parents will achieve self-sufficiency goals according to their family education plan.	81% of families achieved their self-sufficiency goal.	80% of families achieved their self-sufficiency goal.

The data show that two indicators were not met in each of the past two years: 1.3 about program collaboration with Title I and ILP implementation, and 4.3 about school attendance. At the end of three years, recommendations for revising and refining the indicators and benchmarks will be submitted to the Commissioner of Education.

BEST COPY AVAILABLE

Evaluation Questions and Methods

Two levels of evaluation of Colorado **Even Start** programs have been in place for the past five years. First, the Coordinator of Local **Even Start** Evaluations and local program coordinators conduct assessments of individual programs, focusing on program quality. Second, programs collect data on the accomplishments of their families. These outcomes (including data for the ***Colorado Family Literacy State Performance Measures***) are aggregated for an analysis of state-level impact.

A supplemental study took place this year through the Trinidad State Junior College **Even Start** program. The study assessed long-term effects of **Even Start** programming for families. Much of the Colorado research was patterned after a follow-up study conducted by the National Center for Family Literacy (Hayes, 1999).

Follow-up Study

Trinidad State Junior College **Even Start** was chosen for the study site, because it is the oldest continually operating **Even Start** program in the state. Staff members contacted families who attended the program during the past nine years. **Even Start** personnel interviewed 15 mothers and collected data from their children's current teachers. These teachers also provided data on randomly selected comparison children in their classrooms.

Families were chosen to participate in the study using two criteria. First, they must have participated in 100 hours or more of **Even Start** services. Second, they needed to reside locally (in Trinidad), in order for staff to conduct face-to-face interviews and gather data from the children's classroom teachers.

Of the 15 families, three did not meet the criterion of 100 hours of participation. They were included in the study because they had received the highest number of hours of service of the **Even Start** families who still resided in Trinidad. Families in the study averaged 138 hours of program participation and had been out of the program for an average of 3.5 years.

All the children in the 15 families attended schools in the Trinidad school district or the local, private, Catholic school. The children's current teachers were identified and asked to provide information about the children's reading level, their performance as compared to their classmates on 11 specific indicators, their strengths and weaknesses as students, and their standardized test scores. Each classroom teacher provided the same information for a comparison child who had not been in **Even Start** and who was randomly chosen from the teacher's class list. Comparison children were not matched on any demographic or risk factors; they only needed to be students in the current classes of the **Even Start** children.

Data was collected on the15 **Even Start** children and 15 comparison children. In three cases, teachers did not complete information on comparison children. Two of these teachers moved from the school district before the omission was discovered. Subsequently, the school principal completed ratings for two comparison children from these classrooms. Only test scores were obtained for the third child.

Even Start staff members completed a *Family Stability Matrix* for each of the families. The thirty-six item matrix, designed by the National Center for Family Literacy, identifies issues faced by families in five domains: housing and family environment, health and nutrition, income and assets, personal and social attributes, and family relations.

BEST COPY AVAILABLE

The Mothers

Fifteen mothers completed interviews. Eleven of the mothers in the study were Hispanic, two were Anglo, one was Navajo, and one was Filipino. Eighty percent reported that they enrolled in the **Even Start** program to obtain a General Education Development (GED) certificate. Several also wanted to achieve competencies in order to obtain a better job, to prepare to help their children with school, and to learn life skills. Four mothers were English language learners and wanted to improve their English skills. All but one mother reported obtaining their education goals.

The *Family Stability Matrix* data, based on staff observations during the time when mothers were participating in the program, form a picture of the families' lives. Economic factors created the majority of challenges for the mothers:

- 80% often or always had difficulty meeting their mortgage or rent payments.
- 60% had trouble paying their utility bills each month.
- 87% experienced hardship with money management.
- 80% had employment instability.
- 67% consistently had transportation concerns.
- 80% had problems finding or keeping childcare.
- 73% consistently experienced depression.
- 60% often or always could not access health care or prescription drugs.
- 53% often had problems related to their self-concept.

Mothers' Educational Accomplishments

Eleven out of 12 of the mothers (92%), who enrolled in the program to earn a GED certificate, did earn one. The one mother who did not earn a GED was identified as having a learning disability and entered the program reading at a second-grade level.

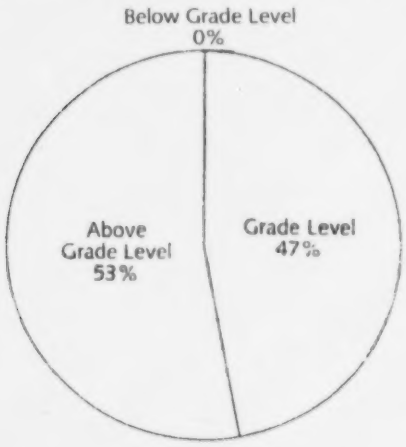
Sixty percent of the mothers enrolled in an education or training program after passing the GED exam

or improving their English. Six of these mothers enrolled in higher education. One mother received an associate's degree and is working toward a bachelor's degree. Three mothers completed occupational-specific training programs in nursing and cosmetology.

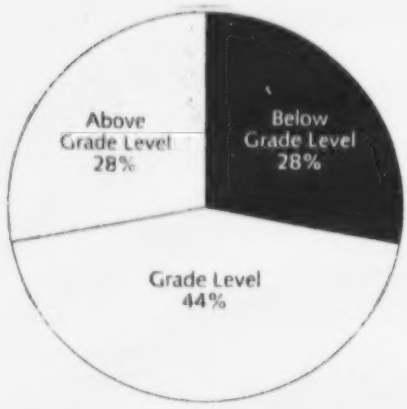
Nine of the 15 mothers were employed at the time of the interviews. Three of these parents have jobs that require vocational training. Five of the mothers reported that their participation in **Even Start** helped them obtain their current job. Two of the mothers were cashiers, and the others were a Certified Nurses Assistant, a hairdresser, a Head Start teacher's assistant, a bar manager, a hotel housekeeper, a fast-food restaurant employee, and a retail store employee.

The accomplishments of these women are similar to those of parents in a follow-up study of **Even Start** families in Oregon. That study included 31 parents from three **Even Start** programs in Oregon. In comparing outcomes for the two studies, six percent more parents from Trinidad completed the GED, and nine percent less of the Trinidad parents continued their education after passing the GED exam or improving their English skills. Four percent fewer Trinidad parents were currently employed.

Chart 1: Reading Levels of Even Start Children



Reading Levels of Comparison Children



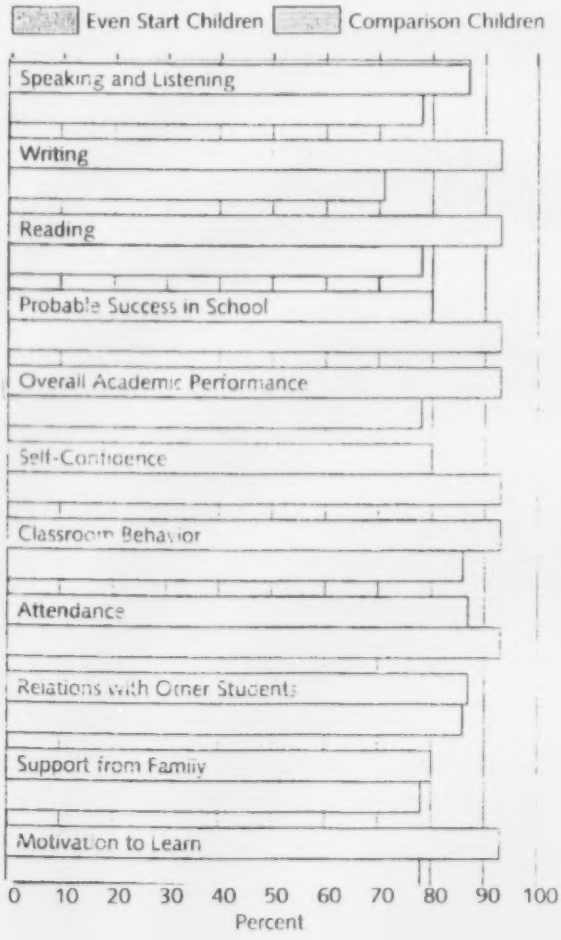
The Children

Fifteen former **Even Start** children from the study were enrolled in K–12 classrooms in Trinidad. Their average age was 8.6 years. Three of the children, all from the same family, had been retained in an elementary grade level. Four of the children, from three families, spoke English as a second language.

Reports from teachers showed all **Even Start** children reading at or above grade level. Fifty-three percent were reading above grade level, and 47% at grade level. In contrast, 44% of comparison children were reading at grade level, 28% were above grade level, and 28% were below grade level (see Chart 1).

Teachers rated **Even Start** children more often as average or above than comparison children on eight of eleven indicators related to learning. **Even Start** children ranked higher for motivation to learn, support from family, relations with other students, classroom behavior, overall academic performance, reading, writing, and speaking/listening. Comparison children were rated higher for attendance, self-confidence, and probable success in school. It is interesting to note that teachers rated comparison children 13 percentage points higher than **Even Start** children on probable success in school. At the same time, they rated **Even Start** children higher for the academic indicators (overall performance, reading, writing, and speaking/listening). Chart 2 provides item-by-item comparisons of the percentage of **Even Start** children rated average or above in their class versus the percentage of comparison children.

Chart 2: Children Rated by Teacher as Average or Above



BEST COPY AVAILABLE

In a study conducted by the National Center for Family Literacy (Hayes, 1999), teachers were asked to rate **Even Start** children and randomly selected comparison children on the same indicators used by the Trinidad teachers. Results from 507 **Even Start** children and 206 comparison children showed that **Even Start** children were rated higher on all but one indicator, probable success in school. When ratings were delineated by age group, the third-grade **Even Start** children scored higher on all 11 indicators. Fourth and fifth-grade **Even Start** children scored higher on all but two indicators: probable success in school and self-confidence. Comparison children from the Trinidad study scored highest on these same two indicators

Teachers responded to questions about the children's strengths and weaknesses as students. For strengths, teachers cited reading, writing, and listening almost twice as often for **Even Start** children versus comparison children.

Descriptions of children's weaknesses included three mentions of low self-confidence for **Even Start** children, and no comments about confidence for comparison children. Teachers made one reference to reading, writing, and listening as a weakness for an **Even Start** child, while they made six references in these areas of weakness for comparison children.

Evaluators obtained Colorado Student Assessment Program (CSAP) scores for some of the study children. Because the CSAP tests are not administered to children until they are at least in the third grade, CSAP reading scores were available for only 40% of the children. Scores for the **Even Start** children included one advanced, three proficient, and two partially proficient ratings. Of the comparison children three scored proficient, one scored partially proficient, and two scored unsatisfactory.

CSAP Reading Scores for Even Start Children	CSAP Reading Scores for Comparison Children
● Advanced	● Proficient
● Proficient	● Proficient
● Proficient	● Proficient
● Proficient	● Partially Proficient
● Partially Proficient	● Unsatisfactory
● Partially Proficient	● Unsatisfactory

Because the number of scores is small, no conclusions can be drawn about the relationship between Even Start participation and children's performance on the CSAP test.

Mother's Involvement in Child's Learning

Teachers answered the following question, "From what you know about the family, how are the parents (or adult caregivers) involved in the education of this child, either at school or away from school?" Seventy-eight percent of the responses described **Even Start** parents as involved. Fifty-seven percent of responses characterized comparison parents as involved.

Based on parent reports during interviews, **Even Start** parents were highly involved in their children's learning. Parents reported working with their children in the following ways:

- 100% read with their children regularly.
- 60% read with their children daily.
- 92% provided regular homework help.
- 85% spoke with their children's teacher regularly.
- 77% volunteered in their children's classroom.

These statistics are compelling in light of research findings that impoverished parents and parents with low levels of education are much less likely to be involved in their children's school (U.S. Department of Health and Human Services, 2000).

Eighty percent of the parents said they read more to their children or encourage them to read more as a direct result of the program. When asked what they liked best about **Even Start**, almost 75% of parents cited the inclusion of their children in the services they received.

Local Program Evaluations

For the past five years, local evaluations of **Even Start** programs have been coordinated through a statewide system. The following question guides this process:

- How can **Even Start** programs effectively support family gains in literacy and self-sufficiency?

Programs are evaluated on an every-other-year schedule. Peer assistance teams are a key feature of local evaluations. These three-member teams consist of the independent evaluator and a coordinator from each of two other **Even Start** programs in the state. Coordinators from **Even Start** programs not receiving a local evaluation participate twice as members of a peer assistance team. The same evaluator coordinates these teams and serves as a team member for each local evaluation.

The main activity of the peer assistance teams is a two-day site visit. During the visit, team members observe classes and activities in each of the four program component areas. Team members lead focus groups with parents, staff members, and collaborators.

The *Guide to Quality for* ***Even Start*** *Family Literacy Programs* (Dwyer, 1997) is used as the key document in the local evaluation process for defining standards of effective **Even Start** programs. Staff members complete the *Guide to Quality*'s self-assessment in three separate program areas, identified by the staff, prior to the team's visit. Team members complete the same assessment at the end of the site visit. Based on the observations, focus groups, and assessment results, team members develop commendations and recommendations for the program. These are presented and discussed during a final meeting with the program staff.

Programs that are not being evaluated by peer assistance teams also receive site visits. The **Even Start** State Coordinator and a member of the **Even Start** Committee of Practitioners and/or the Colorado Family Literacy Consortium conduct these visits. This structure provides an opportunity for the State Coordinator to review the program staff's progress in responding to the recommendations from the previous year's evaluation.

Colorado Even Start Progress Report

The following questions guided the design of the *Colorado* ***Even Start*** *Progress Report*. They are based on the legislative goal of **Even Start** to expand educational opportunities for families and to break the cycle of poverty.

- What educational gains did adults make?
- What educational gains did children make?
- What parenting goals were met?
- What self-sufficiency gains did families achieve?

To provide useful information to the state Department of Education and the local programs themselves, the report also addresses these questions:

- How many families were served?
- How often did families attend **Even Start** programming?
- What was the cost of serving these families?
- What family changes brought about tax-dollar savings through decreased dependence on government services?
- What family gains in employment resulted in increased tax revenues?

Program staff submitted data in July of 2002 for families served during the 2001–2002 program year. For the purposes of completing the data collection forms, staff members counted only those families that participated in 30 hours or more of **Even Start** programming. This total was to include a minimum of seven hours of participation in each of the **Even Start** core services: adult education, early childhood education, parent support, and parent/child interaction. The 30-hour threshold increases the likelihood that program effects are, in fact, being measured. Program staff members selected their own assessment instruments for measuring developmental levels of infants, toddlers, and preschoolers.

In order to assess progress on state performance measures, program staff also followed outcomes for families who participated in 300 or more hours of **Even Start** services and 100 hours of adult education. *Appendix A—Colorado **Even Start** 2001–2002 Progress Report Data Collection Form* is a copy of the actual protocol for 2001–2002 and includes data totals from the 14 **Even Start** programs. *Appendix B—Colorado Family Literacy State Performance Measures* is a copy of the state indicators.

Statewide Evaluation Results

National evaluation reports on **Even Start** consistently show that **Even Start** programs serve the intended population: undereducated, low-income families (St. Pierre, Swartz, Gamse, Murray, Deck and Nickel, 1995; Tao, Khan, Gamse, St. Pierre, and Tarr, 1998). These recognizable needs of participants, under-education and low income, are addressed through the provision of core services provided by **Even Start**: adult education, early childhood education, parent support, and parent/child interactive literacy activities.

This report reviews changes in Colorado families participating in **Even Start**, but does not suggest that **Even Start** is the sole reason for these changes. Numerous supports, formal and informal, work together for families. It is beyond the realm of this document to address all factors influencing Colorado **Even Start** families. Family changes and progress reported here are based on a family's participation in **Even Start** programming as one aspect of support in their lives.

Who participated in Even Start during 2001–2002?

The Colorado Literacy Research Initiative (Lance, 1999) estimates that over 100,000 Colorado children live with a parent who does not have a high school education. In addition, over the past decade, Colorado has welcomed more than 12,000 immigrant children. Immigrants tend to be less educated and as a result are more likely to have low incomes (Lance, 2000). Many of the families of these children are eligible for **Even Start** family literacy services.

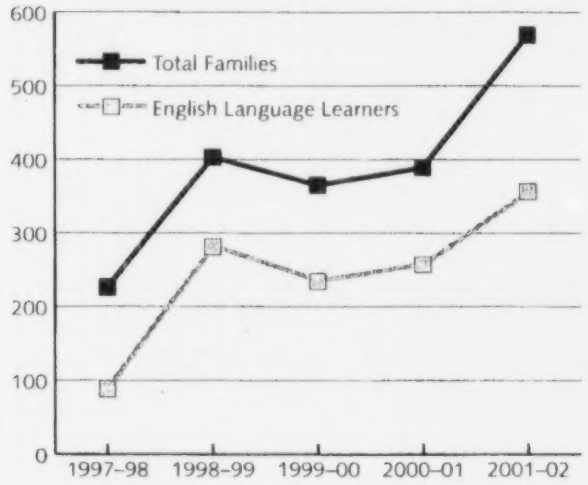
Colorado **Even Start** programs served 551 families during 2001–2002. This is a 30% increase from the 389 families served the previous year. Participants this year include 569 adults, 172 infants, 229 preschool children, and 207 children in the primary grades (K–3).

Of the adults served this year, 15% were teen parents. English Language Learners made up 62% of the adults served, a slight decrease from last year

when 64% of adults served were English Language Learners. Many of the English Language Learners served by Colorado **Even Start** programs are immigrants.

Chart 3 shows changes in the total number of **Even Start** families and the number of families of English Language Learners served during the past five years. The number of families served has increased with the number of programs funded. In 1997–98, there were six **Even Start** programs as compared to the 14 programs this year.

Chart 3: Colorado Families Served by Even Start



How regularly did families attend Even Start programming?

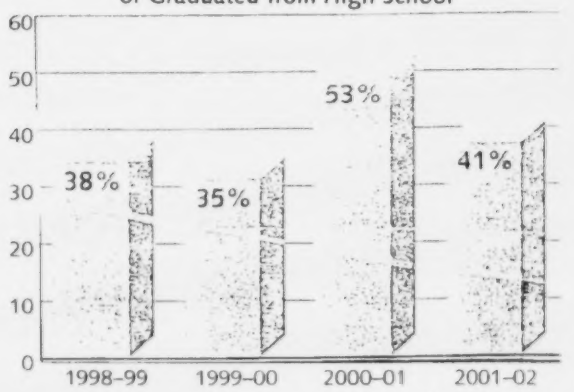
Forty-eight percent of participating families attended 80% or more of **Even Start** core activities. This statistic shows a small increase in attendance from last year when the figure was 46%. In 1999–2000, 63% of **Even Start** families attended 80% or more of the core activities.

What educational gains did adults in Even Start make?

Parents seeking a GED or high school diploma: Focus groups conducted as part of the **Even Start** program evaluation process reveal that many parents enroll in an **Even Start** program because of the desire to improve their own education. This year, 36% of **Even Start** parents set the goal of passing the GED exam or receiving a high school diploma (down from last year's 55%). Successfully passing the GED exam means passing five subject-focused subtests: mathematics, language arts reading, language arts writing, social studies, and science.

Of the 178 parents working toward passing the GED exam this year, 27% began taking subtests and 35% passed GED exams. Of the parents working to pass the GED exam and the teen parents working toward high school graduation, 41% achieved their goal. This statistic is lower than last year when 53% passed the GED exam or graduated. The previous two years the percentages (35% and 38%) were below this year's (see Chart 4). Last year's percentage of completion for **Even Start** parents is notably higher, most likely due to the changes in GED testing; it was the final year for the previous version of the exam to be used. Adults in the process of taking the subtests were especially encouraged to complete them all, because once the new version became effective in January 2002, students were required to begin again if they had not successfully passed ***all*** five of the previous subtests.

Chart 4: Even Start Parents Who Passed the GED Exam or Graduated from High School



BEST COPY AVAILABLE

Teen parents enrolled in **Even Start** programs often are enrolled in high school. **Even Start** staff provides these parents with support to help them stay in school and graduate. This year, 80% of **Even Start** teen parents enrolled in high school remained in school. This figure is an increase from last year when 66% of teen parents stayed in school. The previous year (1999–2000), 84% of teen parents remained. Of this year's teens, 27 were seniors and eligible for graduation. Twenty-one of these teen parents, or 78%, graduated from high school. Last year 93% of teen parents who were seniors graduated. The overall 1999 state graduation rate for high-school students was 80% (Colorado Children's Campaign, 2001).

Parents who are English Language Learners: This year 356 parents in **Even Start** studied to improve their English language skills. Of these parents, 9% graduated from English as a Second Language (ESL) instruction into Adult Basic Education (ABE). Although the actual number of parents remains small (8% and 11% during the past two years), this advancement is a significant step for English Language Learners. It demonstrates the parents' commitment to continuing their education and that their language skills have become strong enough that they can begin to learn in English.

Parents who enrolled in vocational training or higher education: Enrolling in higher education is considered a meaningful step toward breaking the cycle of poverty. Of the parents eligible for higher education, 63% continued their learning by enrolling in college or a vocational training program. Last year, 56% of eligible parents continued. Nationally, 68% of graduates with one or more risk factors (not including having a child) enrolled in some type of postsecondary institution (U.S. Department of Health and Human Services, 2000).

What educational gains did children in Even Start achieve?

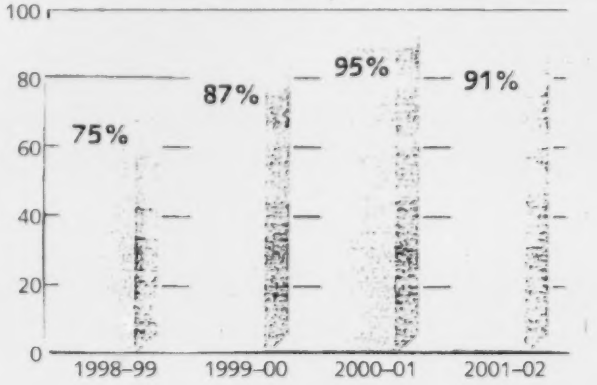
Infants and toddlers: This year, 94% of infants and toddlers participating in **Even Start** were functioning at age-appropriate levels of development. This percentage is higher than last year when 89% were at age level and a slight decrease from two years ago when 95% of infants and toddlers were functioning at age-appropriate levels.

Preschoolers: This year, 88% of **Even Start** preschoolers were functioning at age-appropriate levels of development. Figures from the previous two years were 72% and 82%.

Even Start personnel identified the number of preschoolers enrolled in early childhood education programs. This year 58% of all **Even Start** preschool-aged children were enrolled in early childhood education programs, in addition to the early childhood services provided by **Even Start**. This rate is above national statistics for preschool enrollment. The U.S. Department of Health & Human Services (2000) reports that 48% of all three- and four-year-olds were enrolled in early childhood education programs in 1999. Last year, 45% of **Even Start** preschoolers were enrolled in additional early childhood programs.

Primary-grade (K–3) children: School attendance is one predictor of school success. Ninety-one percent of **Even Start** children in the primary grades attended school 80% or more of the time. Last year, 95% of **Even Start** children attended 80% or more. Chart 5 shows attendance rates for the past four years.

Chart 5: Even Start Children's School Attendance
% of primary-grade children with 80% or better attendance



This year, 97% of **Even Start** children in the primary grades (K–3) were promoted to the next grade-level. This statistic has remained high for five years, always 90% or above. In contrast, the U.S. Department of Health and Human Services (2000) reports that 84% of children whose mothers had not completed high school and 94% of children whose mothers attended some college or vocational-technical school were promoted to the next grade level.

Even Start personnel identified those children in their programs who had Individual Literacy Plans (ILPs). The public schools are required to facilitate development of these plans for children who are not reading at grade level. Twenty-seven percent of all primary-grade children in **Even Start** had ILPs. This statistic is less than last year when one third (33%) had ILPs. Some school districts automatically place children on ILPs, regardless of their reading ability, if English is not their first language.

Children whose families participate in **Even Start** are automatically eligible for Title I services through their schools. Typically, these services include support in reading and math. Many of the elementary schools that Colorado **Even Start** children attend have schoolwide Title I programs; such a designation means that individual children are not categorized as needing support services. Instead, all children in the school receive the benefit of Title I funds (e.g., Title I funds may be used to hire additional teachers for classrooms, to provide professional development, and/or to provide additional resources and materials).

The other method for providing Title I services in a school is referred to as targeted assistance. With this method, individual children are identified as needing additional support, and services are provided only to these eligible students. Of the **Even Start** children attending targeted-assistance schools this year, 31 children did not need services. Last year, five were *not* identified as needing Title I services. The previous year (1999–2000), 14 children did not need to access Title I.

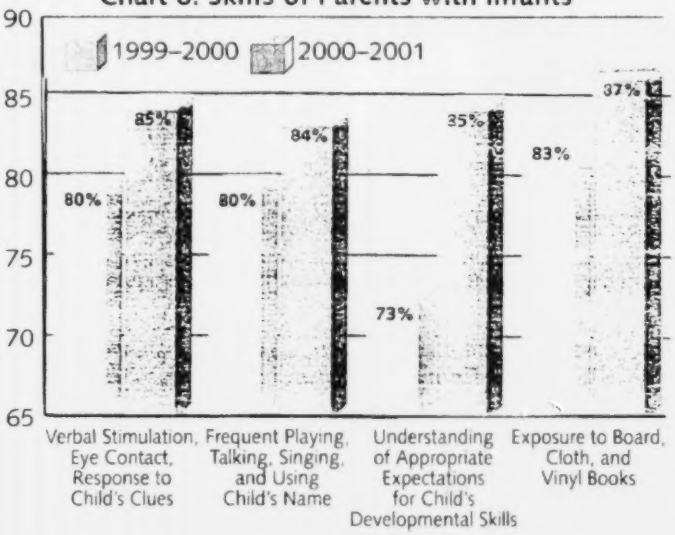
For the second year, data were gathered on how many of the primary-grade children were performing at or above grade level, or demonstrated one year's growth in literacy skills within one year. Results show that 83% of children belonged in this category, compared to 75% last year. In a related statistic from a national study of high-quality family literacy programs, 90% of **Even Start** were children at the average level or above in reading (Hayes, 1999).

What parenting goals did Even Start participants meet?

For the second year, **Even Start** program staff assessed adults' parenting skills. Desirable skills vary according to the age of the child. When referring to these goals, "sustained" means that the skill was in evidence for six months or more; staff members needed to see parents' sustained use of a skill before they considered the skill to be fully integrated.

Parents with infants (birth to 18 months) demonstrated skills in four areas. Eighty-five percent of parents showed a sustained use of simple verbal stimulation, frequent eye contact, and responsiveness to children's cues and language attempts. Eighty-four percent also participated in sustained, frequent playing with, talking to, and singing to infants, as well as frequent use of children's names. The large majority of parents (85%) demonstrated an understanding of appropriate expectations of their children's language, social, emotional, and motor skills. The highest percentage of parents, 87%, provided their infants with sustained exposure to board, cloth, and vinyl books. All these figures are higher than last year's. Chart 6 provides comparisons between last year's and this year's statistics.

Chart 6: Skills of Parents with Infants



With parents of toddlers, staff members identified skills in five areas. Eighty-eight percent of parents demonstrated sustained participation in frequent and complex verbal interactions (e.g., asking open-ended questions, listening, and participating in imaginative play). The highest number of parents (93%) showed sustained participation in active, shared reading of a variety of high-quality books. Ninety-one percent of parents provided simple art materials (e.g., crayons, large paper, markers) for exploring and manipulating. Sustained, regular interactions related to a child's interests were demonstrated by 90% of parents. Sustained, regular interactions related to numeracy (e.g., counting songs, rhymes, sorting games, puzzles) were evidenced by 87% of parents.

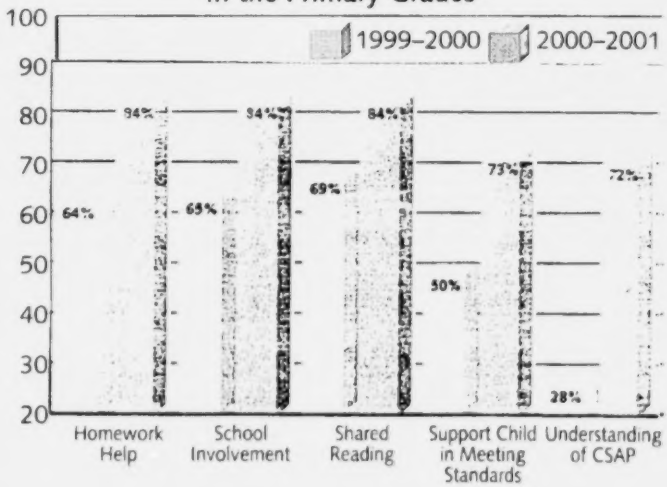
Preschool parents performed lower in each of the five skill areas compared to the parents of toddlers. Seventy-four percent showed sustained participation in frequent and complex verbal interactions. Participation in active, shared reading was demonstrated by 77% of parents. Seventy-eight percent of the parents provided simple art materials and regularly participated in interactions related to numeracy with their child.

Last year, **Even Start** staff considered data for parents of toddlers and preschoolers as one combined area. This year's separate data for the two groups, parents of toddlers and parents of preschoolers, are thus not comparable to last year's combined statistics.

Parents of children in the primary grades (kindergarten to 3rd grade) provided evidence that they utilized skills known to facilitate children's success in school. Eighty-four percent of parents demonstrated sustained help with their children's homework. Sustained involvement with their child's school was shown by 84% of parents. Also, 84% of parents demonstrated sustained, active participation in shared reading of a variety of high-quality books. Seventy-three percent of parents showed an understanding and ability to support their children in meeting Colorado's academic standards in reading, writing, and math. Similarly, 72% of parents demonstrated an understanding of the Colorado Student Assessment Program (CSAP), including an ability to interpret their children's scores. Finally, of the parents with children who had Individual Literacy Plans (due to reading below grade level), 80% actively participated in the home reading programs outlined in the ILPs.

These statistics for parents of primary-grade children are all higher than last year's. Most notably, the number of parents who understood CSAP increased by 44%. Chart 7 provides an item-by-item comparison between this year's figures and last year's.

Chart 7: Skills of Parents with Children in the Primary Grades



BEST COPY AVAILABLE

These **Even Start** data on parenting skills can be contrasted to a nationally representative sample of kindergartners and their families. In this study of school readiness, 50% of parents reported reading to their children every day (Coley, 2002). Although not a direct comparison, 84% of **Even Start** parents were similarly observed to read with their children regularly.

What self-sufficiency gains did Even Start families make?

Self-sufficiency, as used in this report, is defined as decreased dependence on social services (e.g., welfare) and increased independence, demonstrated mainly through gaining employment. Self-sufficiency gains made by families are viewed as steps toward breaking the intergenerational cycle of poverty.

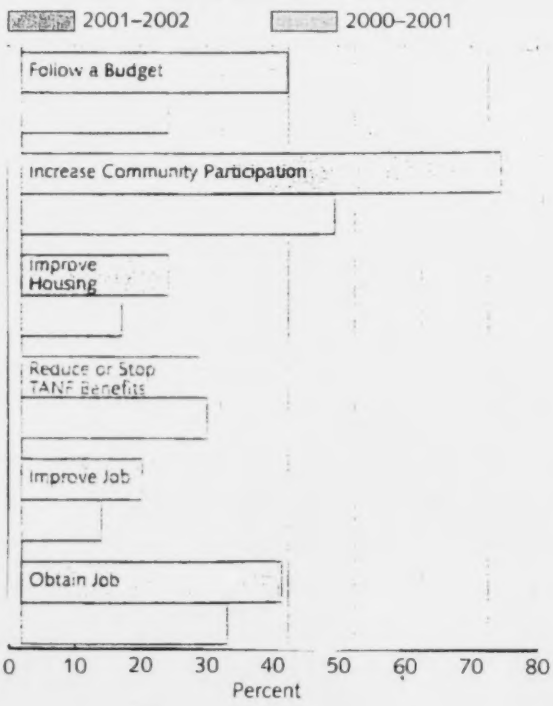
This year, about one third (35%) of **Even Start** parents were employed prior to entering the program. Thirty-nine percent of the unemployed parents obtained a job during the year. Three-quarters of **Even Start** parents, consequently, were employed at the end of the program year.

Another characteristic of employment identified by **Even Start** programs is improvement in job status, including receiving a promotion, raise, or a different job with more desirable work conditions or benefits. This year, 18% of the adults enrolled in **Even Start** improved their employment status. Last year, 12% of adults improved their status.

In a related statistic, 27% of adults receiving Temporary Assistance to Needy Families (TANF) payments either reduced or stopped their welfare benefits. Last year, 28% reduced or stopped their benefits. Although **Even Start** supports families in decreasing welfare dependency, this movement is most likely attributable to welfare reform requirements that limit the time families may receive welfare payments.

Even Start parents made other self-sufficiency gains this year. Twenty-two percent of families made improvements in their housing. Seventy–two percent of parents increased their participation in the community (e.g., they regularly used the library, voted, obtained driver's licenses, and/or accessed other community services). Twelve parents became U.S. citizens or gained legal residency. Forty percent of parents followed a budget for six months or longer. Chart 8 provides comparisons to last year's self-sufficiency gains.

Chart 8: Family Self-Sufficiency Gains



21 BEST COPY AVAILABLE

Cost–Benefit Analysis

As **Even Start** families improve their education and workplace skills, they often become less dependent on social services such as public assistance. Such changes may be viewed as beneficial in and of themselves, because families are more self-sufficient and have more choices. These changes can also be considered as economically beneficial to society: as families decrease their use of services, tax dollars are saved; as parents increase their level of employment, tax revenues increase.

It is important to note that a decreased dependency on services is not always a positive change for families. An example of a negative change would be when a family stops receiving public assistance, and parents subsequently do not earn enough money to meet their family's basic needs. In such a case, accessing social services can be a move toward stabilization for families struggling to survive.

The tax savings and increased tax revenues outlined in this section are presented based on the premise that, the majority of the time, decreased dependence on public services and increased self-sufficiency through employment are benefits for families.

What was the cost of serving Even Start families for 2001–2002?

During 2001–2002, the Colorado Department of Education disbursed $1,791,609 to fourteen community collaborations to fund **Even Start** programs. Local program coordinators typically combine **Even Start** monies with other funds and in-kind donations to support their efforts. Program funding is awarded based on the proposed services, not on the actual number of families served.

This year the average cost of serving an **Even Start** family in Colorado, based on the federal allocation to the state, was $3,252. The previous two years, the average cost per family was $2,411 and $3,057. Thus, the average cost per family this year is $841 more that last year's cost. In comparison, Head Start's national average cost for serving one child is $6,633 (Head Start Bureau, 2002).

What family changes resulted in tax-dollar savings through reduced dependence on educational and social services?

Several changes in **Even Start** families result in direct savings of tax dollars: a reduction or cessation of welfare payments, the return of children to their parents from foster care, and the decrease in the number of children needing Title I support through their schools (targeted assistance schools only).

During 2001–2002, eight **Even Start** families stopped receiving public assistance. The average TANF (Temporary Assistance to Needy Families) payment to a Colorado family in 2002 was $389 per month[1], resulting in an annual savings of $37,344 for eight families. An additional sixteen **Even Start** families reduced the amount of public assistance they were receiving

[1] Statistic provided by the Colorado Department of Human Services

this year. Last year eight families stopped receiving TANF payments, and the previous year (1999–2000) twenty families stopped receiving assistance.

One **Even Start** child returned to her family from foster placement this year. The average cost of out-of-home placement in Colorado during fiscal year 2001 was $1084 per month per child[2]. The return of this child provided an annual savings of $13,000.

Of the **Even Start** children eligible for Title I services in non-schoolwide programs (targeted-assistance schools), 31 children did not have to receive such services this year. The approximate cost of providing Title I services to each child in Colorado during the 2000–2001 school year was $650[3]. Not having to provide Title I services for these **Even Start** children resulted in a savings of $20,150.

There are other potential savings associated with Colorado **Even Start** families that are less obvious. For example, 80% of teen-age **Even Start** parents enrolled in high school stayed in school during the past academic year. Although it cannot be said that these teens remained in school because of **Even Start**, services they received through **Even Start** (e.g., parenting support and education, and early childhood education for their children) did assist them in staying in high school. Students who drop out of high school are three times as likely to slip into poverty as adults, compared to students who graduate (KidsCount in Colorado, 2001). Also, those students who gain a high school diploma earn almost $7,000 more per year than those who drop out of school (U.S. Census Bureau, 2001).

Another potential savings associated with Colorado **Even Start** families relates to student retention. **Even Start** provides educational support to children from birth through the primary grades (K–3). **Even Start** also assists parents in helping their children succeed in school. Such services support at-risk children in achieving high standards, meeting grade-level expectations, and being passed onto the next grade. Retention costs can be estimated from the average annual per-pupil educational cost. This expense in Colorado was $5,519 for 2001–2002 (the average amount a district spends on operational costs to educate one student, not including transportation)[4]. Consequently, this amount of money was saved for each child who was passed on to the next grade instead of being retained.

Finally, there are potential savings with public assistance for **Even Start** families. **Even Start** parents receive educational services such as assistance in passing the GED exam and with English instruction. They also receive help with job-related skills such as computer literacy, workplace literacy, writing resumes, and seeking employment. Such support can assist people in eliminating the need for public assistance. It can also reduce the likelihood that families will ever begin receiving public assistance in the first place. For each family remaining off public assistance (TANF), there is an estimated savings of $4,668 per year.

To create a conservative estimate of tax savings, all of the potential savings described in the previous paragraphs will not be used. Only savings tied to documented outcomes (e.g., families who are no longer receiving TANF payments) will be calculated. Savings from **Even Start** participants no longer receiving public assistance, and not requiring foster placement or Title I services, add up to almost $70,500 this year.

[2] Statistic provided by the Colorado Department of Human Services

[3] Statistic provided by the Colorado Department of Education (This figure was calculated for ***all*** children receiving Title I services, instead of only those in targeted assistance schools, as was used in previous **Even Start** reports.)

[4] Statistic provided by the Colorado Department of Education

Table 1: Tax Benefits as a Result of Even Start Family Changes in 2001–2002				
	Year 1	Year 3	Year 5	Year 7
TANF Savings	$37,344	$112,032	$186,720	$261,408
Foster Care Savings	$13,000	$39,000	$65,000	$91,000
Educational Savings	$20,150	$60,450	$100,750	$141,050
Tax Revenues	$226,944	$680,832	$1,134,720	$1,588,608
TOTALS	**$297,438**	**$892,314**	**$1,487,190**	**$2,082,066**

Table 1 provides figures on how these savings accumulate over several years based on the assumption that families will continue to not need the services in the future.

What family changes in employment resulted in increased tax revenues?

There are other financial benefits associated with Colorado **Even Start** families related to their employment and subsequent tax revenues. **Even Start** programs assist parents in obtaining jobs through education, job-skills training, and support for enrolling in vocational training programs and higher education. When parents become employed, they begin to pay taxes. In an estimate based on minimum wage earnings with full-time employment, Lance (1998) calculates that the combined contribution of employer and employee to FICA taxes would be $1,576 annually (no income tax would be due on a minimum wage salary). Multiplying this tax revenue by the 144 parents who obtained employment this year results in increased revenue of $226,944 for a single year.

Table I provides a compilation of the tax savings and increased tax revenues brought about by this year's **Even Start** families over a seven-year period. The combined savings and revenue for this year add up to a total of $297,438, or 17% of the 2001–2002 federal **Even Start** allocation for local programs. This figure is lower than last year's statistic: at that time the combined savings and revenue equaled 25% of the program allocation. The previous year the savings were 24% of the expenditure.

Table 2 illustrates how the tax benefits from Table 1 compare to the cost of providing **Even Start** services. After seven years, the tax benefits, which were conservatively assessed, become greater than the cost of providing the program for a single year.

Table 2: Net Gain of Tax Benefits and Even Start Costs		
	Year 5	Year 7
Tax Benefits for 2001–2002	$1,487,190	$2,082,066
Program Costs for 2001–2002	$1,791,609	$1,791,609
NET GAIN	**-$304,419**	**$290,457**

Conclusion

Significant insights for this year's evaluation are provided by the Trinidad follow-up study. The participating **Even Start** mothers do not now have lives that meet social ideals for success or well-being. Sixty percent of them are employed, but their jobs are not high-paying or prestigious. They are struggling to simply meet the basic needs of their families.

Yet, through the data a picture emerges of women involved in **Even Start** who want a better life for their children. Most stand tall in the role as their children's first teacher. These mothers read to their children regularly, they assist them with homework, they talk to their teachers, and they volunteer in their classrooms. Teachers described **Even Start** parents as being more involved in their children's learning than comparison parents are. The **Even Start** children's performance in school is stronger than their classmates, especially in the area of reading. This Colorado profile mirrors findings of the New York longitudinal evaluation that **Even Start** parents improved their ability to support their children's success in school, a key factor in breaking the cycle of poverty.

Steps Toward the Future

This has been a remarkable year for family literacy in Colorado. The Family Literacy Education Fund bill was signed into law. The first statewide family literacy institute was convened. The governor designated November 18–24, 2002 as Colorado Family Literacy Week.

Amid these successes, however, Colorado has a large and growing need for more family literacy services. The 2002 Bell Policy Center report states that "Colorado needs to create a system of adult basic education, family literacy and ESL and provide enough funding so that high quality services are available everywhere in the state" (p.39). Although **Even Start** programs served 30% more families this year, there are still large areas of the state where family literacy services are not available. Programs, especially along the Front Range, often have waiting lists.

The results of this independent evaluation lead to two recommendations, one for the Colorado Department of Education and one for the Colorado State Legislature.

1. The Colorado Department of Education should fund the Colorado Family Literacy Consortium to facilitate continuation of its work through:
   - A. Providing state-wide leadership in offering quality family literacy training and programming;
   - B. Strengthening ties with Colorado Works/TANF to help families receiving public assistance to improve their education and job skills rather than move into the ranks of working poor;
   - C. Supporting expansion and development of additional family literacy programs, especially in conjunction with Head Start;
   - D. Overseeing the refinement of the state's family literacy performance measures;
   - E. Maintaining the Colorado Family Literacy Consortium website;
   - F. Offering technical assistance for low-performing schools in the development and implementation of family literacy programming;
   - G. Collaborating with Title I schools to implement family literacy programs as a reform strategy; and
   - H. Continuing to pursue private funding for family literacy services.
2. The Colorado State Legislature should provide substantial funding to support the Family Literacy Education Fund, in order to expand existing family literacy programs, develop new family literacy services, and provide on-going professional development for family-literacy staff members.

References

The Bell Policy Center (2002). *Colorado: The State of Opportunity*. Denver, CO.

Coley, R. (2002). *An Uneven Start: Indicators of Inequality in School Readiness*. Princeton, New Jersey: Educational Testing Service.

Colorado Children's Campaign (2001). *Kid'sCount in Colorado!* Denver, CO. Available at www.coloradokids.org/Kids_Count_/Summary99.

Colorado Children's Campaign (2002). *Kid'sCount in Colorado!* Denver, CO.

Dwyer, M. (1997). *Guide to Quality: Even Start Family Literacy Programs*. Portsmouth, New Hampshire: RMC Research Corporation.

Hayes, A. (1999). *Long-Term Effects of Well-Implemented Even Start Family Literacy Programs*. Louisville, KY: National Center for Family Literacy.

Head Start Bureau (2002). *2002 Head Start Fact Sheet*. Washington, D.C.: Administration for Children and Families, U.S. Department of Health and Human Services. Available at www.acf.dhhs.gov/programs/hsb/factsheets/02.

Lance, K. (1998). *The Economic Value of Adult Education Programs to the State of Colorado, FY1997*. Lit Scan: Facts and Figures from the Colorado Literacy Initiative. Volume 2, Number 1. Denver, CO: Colorado Department of Education. Available at www.lrs.org/clri.

Lance, K. (1999). *Over 100,000 Colorado Children Live with a Parent Without a High School Education: Children in Single-Parent Families at Greater Risk*. Lit Scan: Facts and Figures from the Colorado Literacy Research Initiative. Volume 3, Number 3. Denver, CO: Colorado Department of Education. Available at www.lrs.org/clri.

Lance, K. (2000). *Immigrant Children More Likely To Be At Risk*. Lit Scan: Facts and Figures from the Colorado Literacy Research Initiative. Volume 4, Number 10. Denver, CO: Colorado Department of Education. Available at www.lrs.org/clri.

Lance, K. (2000). *Parental Education Explains the Largest Gap in U.S. History Scores, 2001*. Lit Scan: Facts and Figures from the Colorado Literacy Research Initiative. Volume 6, Number 6. Denver, CO: Colorado Department of Education. Available at www.lrs.org/clri.

Magnuson, K. and McGroder, S. (2001). *The Effect of Increasing Welfare Mother's Education on their Young Children's Academic Problems and School Readiness*. Working Paper. Northwestern University, Evanston, IL: Joint Center for Poverty Research. Available at www.jcpr.org/wp/Wpprofile.cfm?ID=322.

National Center for Education Statistics (2002). *The Condition of Education 2002*. Washington, D.C.: U.S. Department of Education. Available at www.nces.ed.gov/pubs2002/coe2002.

New York State Even Start Family Literacy Partnership (2001). *Portraits of Families: New York State Even Start Family Literacy Partnership—The Longitudinal Evaluation Project 1997–2001*. Albany, New York: New York Department of Education.

Richards, L., Merrill, M., Corson, C., Sano, Y., Graham, N., and Weber, P. (2001). *After We Say Goodbye: A Follow-up of Oregon's Even Start Families*. Salem, OR: Oregon Even Start Programs and Department of Community Colleges & Workforce Development.

St. Pierre, R., Swartz, J., Gamse, B., Murray, S., Deck, D., and Nickel, P. (1995). *National Evaluation of the Even Start Family Literacy Program: Final Report*. Cambridge, MA: Abt Associates, Inc.

Tao, F., Khan, S., Gamse, B., St. Pierre, R., and Tarr, H. (1998). *National Evaluation of the Even Start Family Literacy Program: 1996 Interim Report*. Arlington, VA: Fu Associates, Ltd.

U.S. Census Bureau. (2001). *Current Population Survey*, March 2001 Supplement. Washington, D.C.

U.S. Department of Education (2002). *No Child Left Behind: A Desktop Reference*. Washington, D.C.

U.S. Department of Health and Human Services (2000). *Trends in the Well-Being of America's Children and Youth: 2000*. Washington, D.C.: Office of the Assistant Secretary for Planning and Evaluation. Available at www.childtrends.org.

West, J., Denton, K., and Germino-Hausken, E. (2000). *America's Kindergartners: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998, NCES 2000-70*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

APPENDIX A: Colorado Even Start 2001–2002 Progress Report Data Collection Form

Program name: _____

Definitions:

- ✓ **Parents are adult members of families participating in all four components of Even Start programming.**
- ✓ **The first column in each of the following data tables is for participants who have received 30 hours of Even Start services divided equally among the four components. The second and third columns in the data tables represent subsets of the first column; they are for parents who have completed 50 or 100 hours of adult education, and for families who have completed 200 or 300 hours of program services in all four components. Thus, the participants counted in column two are a subset of those counted in column one, and the participants counted in column three are another subset of column one. COUNT EACH PARENT OR FAMILY ONLY ONCE IN COLUMNS 2 AND 3, USING THE HIGHEST NUMBER OF HOURS OF PARTICIPATION.**
- ✓ **Once a family has completed the 30 hours in one program year, the greater number of hours (50, 100 or 200, 300) is cumulative from previous years.**
- ✓ **"Sustained" means for six months or more.**
- ✓ **When completing the Early Childhood Education portion of this form, use the age of the child at the end of the program year or when s/he exited the program.**
- ✓ **The accomplishment of parenting goals is based on staff assessment.**
- ✓ **It is the policy of Colorado EVEN START that one hour of EVEN START home-visitation may be counted as:**
  - ☐ **both an hour of early childhood programming and an hour of parenting,**
  - ☐ **both an hour of early childhood programming and an hour of PACT (Parent and Child Together Time), or**
  - ☐ **both an hour of parenting and an hour of PACT (Parent and Child Together Time).**

  Such documentation is, however, activity-specific and is to be recorded on the basis of each individual visit.

What was the average number of hours of service **per month** offered to participating families in each of the following component areas during 2001–02?

Program Components	**Average hours of service per month** (provided directly by your program) **offered to a participating family, in each component**	**Average hours of service per month** (provided by collaborators) **offered to a participating family, in each component**
Adult education	**Total = 569 Average = 41 hours**	**Total = 238 Average = 17 hours**
Parent support	**Total = 213 Average = 15 hours**	**Total = 68 Average = 5 hours**
Parent & child interactive literacy activities (PACT)	**Total = 156 Average = 11 hours**	**Total = 87 Average = 6 hours**
Early childhood education (ECE)	**Total = 864 Average = 62 hours**	**Total = 880 Average = 63 hours**

How many weeks of services were offered through your program over the past year (July 1, 2001 to June 30, 2002)? **Total = 639 Average = 43 weeks**

How has your program collaborated with the school district(s) serving Even Start children (check all that apply)?

13 Coordination with Title I program

13 Participation with school staff in implementing Individual Literacy Plans for primary-grade children reading below grade-level

__ Other

ADULT EDUCATION

	Parents who received 30 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	**Parents who received 100 hours of adult education**
Total number of parents served during 2001–02	**569**	**286**
Total number of parents who met their adult education goal identified in their family education plan	**442**	**247**
Total number of parents who worked on their English skills	**356**	**162**
Total number of teen parents served	**87**	**51**
Total number of parents who worked toward passing the GED exam	**178**	**97**
Total number of parents eligible for education beyond high school	**84**	**48**

Indicate how many *English Language Learners* met these goals in 2001–02 (in each column that applies, count each parent only once under the highest level attained):

Instructional Levels for English as a Second Language* (see table following)	**Parents who received 30 hours of services**	**Parents who received 100 hours of adult education**
Completed Low Beginning ESL	**78**	**20**
Completed High Beginning ESL	**45**	**22**
Completed Low Intermediate ESL	**57**	**39**
Completed High Intermediate ESL	**58**	**32**
Completed Advanced ESL/Bridged to academic (ABE) instruction in English	**31**	**27**

**Colorado Placement and Instructional Levels for ESL (CASAS scores may also be used)*

Colorado Levels	Oral BEST Score	Student Performance Level (SPL)
Low Beginning	0–15	0–1
High Beginning	16–28	2
Low Intermediate	29–41	3
High Intermediate	42–57	4,5
Advanced/Bridge to Academics	58+	6+

Indicate how many *teen parents enrolled in high school* met these goals in 2001–02:

Teen Parents	**Parents who received 30 hours of services**	**Parents who received 100 hours of high school coursework**
Stayed in high school for the entire school year	**40**	**40**
Were seniors or eligible for graduation	**27**	**25**
Earned a diploma	**21**	**21**

Indicate how many *parents who worked toward passing the GED exam* met these goals in 2001–02 (in columns that apply, count each parent only once under the highest level attained):

Instructional Levels for Adult Basic Education (ABE) & General Education Development (GED)* (see table following)	**Parents who received 30 hours of services**	**Parents who received 100 hours of adult education**
Completed Beginning ABE Literacy	**1**	**1**
Completed Beginning Basic Education	**2**	**8**
Completed Low Intermediate Basic Education	**15**	**4**
Completed High Intermediate Basic Education	**20**	**6**
Completed Low Adult Secondary (GED)	**12**	**3**
Completed High Adult Secondary (GED)	**16**	**10**
Began taking GED subtests	**49**	**34**
Passed the GED exam	**63**	**41**

**Colorado Placement and Instructional Levels for ABE & GED/AHS (Alternative High School)*

Colorado Levels	CASAS Score	TABE Score/ Grade level	Student Performance Level (SPL)
Beginning ABE Literacy	200 and below	0–1.9	1
Beginning Basic Education	201–210	2–3.9	2,3
Low Intermediate Basic Education	211–220	4–5.9	4,5
High Intermediate Basic Education	221–235	6–8.9	6,7,8
Low Adult Secondary (GED/AHS)	236–245	9–10.9	9,10
High Adult Secondary (GED/AHS)	246+	11–12.9	11,12

Indicate how many *parents eligible for education beyond high school* (parents who earned a high school diploma or passed the GED exam) **met these goals in 2001–02:**

	Parents who received 30 hours of services	**Parents who received 100 hours of adult education**
Enrolled in higher education	**31**	**16**
Enrolled in skills/occupational-specific training program	**22**	**17**
Completed job readiness training	**36**	**23**
Completed semester of coursework in higher education	**17**	**7**
Other (please describe):		

EARLY CHILDHOOD EDUCATION

	Children of families who received 30 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	**Children of families who received 300 hours of services** (in all components)
Total number of infants (birth to 18 months) served	**172**	**75**
Total number of toddlers (18 months to 3 years) served	**181**	**85**
Total number of preschoolers (3 years to kindergarten entry) served	**229**	**110**
Total number of children in the primary grades (kindergarten to 3rd grade) served	**207**	**83**

Indicate the number of children who met these goals in 2001–02:

Infants & Toddlers	Children of families who received 30 hours of services	Children of families who received 300 hours of services
Infants functioning at age-appropriate levels of development	163	68
Toddlers functioning at age-appropriate levels of development	169	79

Preschoolers	Children of families who received 30 hours of services	Children of families who received 300 hours of services
Preschoolers enrolled in a center-based early childhood program (in addition to Even Start)	133	65
Preschoolers functioning at age-appropriate levels of development, **or** Preschoolers demonstrating 1 year's growth in reading readiness within 1 year	202	102

Primary-Grade Children	Children of families who received 30 hours of services	Children of families who received 300 hours of services	Children of families who received 300 hours of services and attended school 90% of the year
Performed at or above grade level **or;** Demonstrated 1 year's growth in literacy skills within 1 year	171	70	57
Placed on an Individual Literacy Plan	56	26	12
Taken off an Individual Literacy Plan	9	4	3
Attended public school 70–79% of the year	15	7	
Attended public school 80–89% of the year	27	16	
Attended public school 90% or more	162	57	
Promoted to the next grade level (Does district promote all children? _____)	202	81	
Removed from special education	3	8	
Did not receive Title I services (for eligible children attending Targeted Assistance schools)	31	18	

PARENTING

	Families who received 30 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	**Families who received 300 hours of services** (in all components)
Total number of families served during 2001–02	**551**	**237**
Total number of families served with infants (birth to 18 months)	**150**	**67**
Total number of families served with toddlers (18 months to 3 years)	**169**	**89**
Total number of families served with preschoolers (3 years to kindergarten entry)	**220**	**103**
Total number of families served with primary-grade children (kindergarten to 3rd grade)	**186**	**73**
Total number of families who met their parenting goal identified in their family education plan (these are self-determined goals and need not match the goals listed below)	**446**	**199**

Indicate the number of families who met these parenting goals in 2001–2002:

Families w/ infants (birth to 18 months)	**Families who received 30 hours of services**	**Families who received 300 hours of services**
Sustained use of simple verbal stimulation, frequent eye contact, responsiveness to child's cues and language attempts	**127**	**62**
Sustained frequent playing with, talking to, singing to, and use of infant's name	**126**	**61**
Demonstrated understanding of appropriate expectations of child's language, social, emotional, and motor skills	**127**	**58**
Sustained exposure to board, cloth, and vinyl books	**131**	**62**

Families with toddlers (18 months to 3 years)	Families who received 30 hours of services	Families who received 300 hours of services
Sustained participation in frequent and complex verbal interactions (asking open-ended questions, listening, participation in imaginative play)	**149**	**86**
Sustained participation in active, shared reading of a variety of high quality books	**158**	**89**
Sustained, regular interactions related to child's interests and abilities	**153**	**89**
Sustained provision of simple art materials (crayons, markers, large paper) for exploring and manipulating	**154**	**88**
Sustained, regular interactions related to numeracy (counting songs, rhymes & books, sorting games, puzzles)	**147**	**88**
Other:		

Families with preschoolers (3 years to kindergarten entry)	Families who received 30 hours of services	Families who received 300 hours of services
Sustained participation in frequent and complex verbal interactions (asking open-ended questions, listening, participation in imaginative play)	**163**	**87**
Sustained participation in active, shared reading of a variety of high quality books	**170**	**93**
Sustained, regular interactions related to child's interests and abilities	**164**	**88**
Sustained provision of simple art materials (crayons, markers, large paper) for exploring and manipulating	**172**	**92**
Sustained, regular interactions related to numeracy (counting songs, rhymes & books, sorting games, puzzles)	**172**	**83**
Other:		

Families with primary-grade children (kindergarten to 3rd grade)	**Families who received 30 hours of services**	**Families who received 300 hours of services**
Sustained homework help	**156**	**65**
Sustained school involvement	**156**	**62**
Sustained, active participation in home reading program outlined in child's Individual Literacy Plan	**87**	**25**
Sustained participation in active, shared reading of a variety of high quality books	**157**	**65**
Demonstrated understanding and ability to support child in meeting Colorado academic standards in reading, writing, and math	**136**	**52**
Demonstrated understanding of the Colorado Student Assessment Program (CSAP), including ability to interpret child's score	**134**	**54**
Other:		

SELF-SUFFICIENCY

	Parents who received 30 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	**Parents who received 300 hours of services** (in all components)
Total number of parents who met their self-sufficiency goals identified in their family education plan (these are self-determined goals and need not match the goals listed below)	**435**	**190**
Attended 60–69% of program activities	**99**	**21**
Attended 70–79% of program activities	**151**	**50**
Attended 80% or more of program activities	**264**	**143**
Total number of parents employed prior to this program year	**200**	**97**
Total number of parents receiving Temporary Assistance to Needy Families (TANF)	**90**	**31**
Total number of parents receiving other forms of public assistance	**148**	**65**

Indicate the number of parents who met these self-sufficiency goals during 2001–2002:

Self-sufficiency goals	Parents who received 30 hours of services	Parents who received 300 hours of services
Obtained and held a job for six months	144	65
Improved employment status (obtained a raise, promotion, different job with better benefits)	104	52
Secured improved housing	123	53
Reduced TANF assistance	16	5
Stopped TANF assistance	8	4
Stopped other forms of public assistance (please specify _____)	10	8
Had children returned to parents from foster placement	1	1
Sustained increase in community participation (regularly used the library, voted, obtained a driver's license, accessed other community services)	408	215
Obtained citizenship/residency	12	7
Followed a budget for six months	230	121
Other:		
○ Bought a car	19	16
○ Sustained use of English in community	10	5

APPENDIX B: Colorado Family Literacy State Performance Measures

Goal 1: Program staff will provide high quality, well-integrated services designed to meet the needs of participating families in their community.

Performance Indicator	Resources/Definitions
1.1 One hundred percent of programs will provide the following four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families: ○ Parent literacy training that leads to economic self-sufficiency (**Adult Education**); ○ Training and support for parents regarding how to be the primary teacher for their children and how to be full partners in the education of their children (**Parenting Support**); ○ Interactive literacy activities between parents and their children (**Parent and Child Together [PACT] Time**); and ○ An age-appropriate education to prepare children for success in school and life experiences (**Early Childhood Education**).	Program staff are personnel employed by a family literacy program to coordinate or provide the required four components of service, as defined by the **National Center for Family Literacy (http://www.famlit.org)**. The **Literacy Involves Families Together [Lift] Act of 2000,** enacted by Public Law 106-554, amends Section 14101 of the Elementary and Secondary Education Act [ESEA] of 1965 to include a common definition of "family literacy services" for all ESEA programs, including Title I. **Guide to Quality: Even Start Family Literacy Programs,** prepared by RMC Research Corporation, identifies quality indicators for effective Even Start programs, including a self-review for staff development and program improvement. The **Colorado Quality Standards for Early Childhood Care and Education Services**, developed by the Colorado Department of Education (CDE), is a planning document which assists programs in providing quality services for children from birth through eight years of age.
1.2 One hundred percent of programs will offer year-round services.	
1.3 One hundred percent of programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy Plans (ILPs) for primary-grade children who are reading below grade level.	The Colorado Basic Literacy Act (H.B. 96-1139) requires schools to develop **Individual Learning Plans (ILPs)** for children who are reading below grade level. **Implementing The Colorado Basic Literacy Act** is a resource guide which includes information about literacy assessments (K–3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at **http://www.cde.state.co.us/cdeassess/download/pdf/asimp_cbla.pdf**).

Goal 2: The literacy of participating parents will improve.

Performance Indicator	Resources/Definitions
2.1 After 100 hours of adult participation in the program, 50% of parents will achieve education goals as outlined in their family education plan. **Adult Education Goals** ● Adult English Language Learner advancement to the next instructional level ○ Adult Basic Education Student advancement to the next instructional level ● Earning of a high school diploma or general equivalency diploma (GED) ○ Earning of a Colorado Certificate of Accomplishment by completing an Adult Learner Assessment Notebook ● Enrollment in a skills/occupational-specific training program ● Completion of a semester of course work at an institution of higher education	100 hours of participation in adult education classes are obtained after approximately 4 months of regular attendance (Time varies depending upon program design). Adult English Language Learner instructional levels, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on **Oral BEST** scores are as follows: ● Low Beginning ● High Beginning ● Low Intermediate ● High Intermediate ● Advanced/Bridge to Academics. Adult Basic Education and GED instructional levels, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on **CASAS** or **TABE** scores are as follows: ● Beginning ABE Literacy ● Beginning Basic Education ● Low Intermediate Basic Education ● High Intermediate Basic Education ● Low Adult Secondary (GED) ○ High Adult Secondary (GED). Colorado Certificates of Accomplishment are earned by English Language Learners and Adult Basic Education Students through the completion of an Adult Learner Assessment Notebook, administered by the CDE Office of Adult Education and Family Literacy.

Goal 3: Participating parents will foster their children's literacy development and success in school.

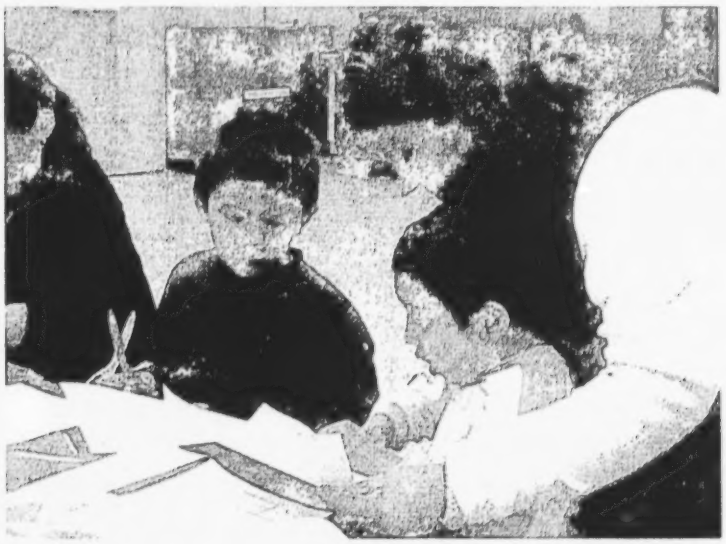
Performance Indicator	Resources/Definitions
3.1 After 300 hours of family participation in the program, 50% of parents will achieve parenting goals according to their family education plans, as measured by informal assessments or self-assessment. **Goals for parents with primary-grade children (kindergarten through grade 3)** ○ Sustained homework assistance ○ Sustained school involvement through participation in parent–teacher conferences, classroom PACT activities, and/or school volunteer work ○ Sustained, active participation in the home reading plan outlined in child's Individual Literacy Plan, or regular reading with child ○ Demonstration of an understanding and ability to support child in meeting the Colorado academic content standards in reading, writing, and math ○ Demonstration of an understanding of the Colorado Student Assessment Program (CSAP), including interpreting child's scores **Goals for parents with toddlers (18 months to 3 years of age) and preschool children (3 to 5 years of age)** ○ Sustained participation in frequent and complex verbal interactions, including asking meaningful open-ended questions, being an attentive listener, and participating in imaginative play ○ Sustained participation in active, shared reading of a variety of high-quality books ○ Sustained, regular interactions related to child's interests and abilities ○ Sustained provision of simple art materials such as crayons, markers, and large paper for exploring and manipulating ○ Sustained, regular interactions related to numeracy **Goals for parents with infants (birth to 18 months of age)** ○ Sustained provision of simple verbal stimulation, frequent eye contact, and responsiveness to child's cues and language attempts ○ Sustained, frequent playing with, talking to, singing to, and use of infant's name ○ Demonstrated understanding of appropriate expectations of child's language, social, emotional and motor skills	300 hours of participation are obtained after approximately one year of regular attendance in a family literacy program. A sustained goal requires the behavior to be maintained for a minimum of six months. **Colorado K–12 Academic Standards for Reading and Writing & Suggested Grade Level Expectations** provides guidance to schools and parents regarding the content that students should study and master in order to become fluent and effective readers, writers, and speakers (available on the CDE website at **http://www.cde.state.co.us/index_stnd.htm**). **Building Blocks to Colorado's Content Standards: Reading and Writing** offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at **http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf**). **Colorado K–12 Academic Standards for Mathematics & Suggested Grade Level Expectations** provides guidance to schools and parents regarding the content that students should study and master in order to develop mathematical literacy (available on the CDE website at **http://www.cde.state.co.us/index_stnd.htm**). **Building Blocks to Colorado's Content Standards: Mathematics** offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at **http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf**).

Goal 4: Participating children will demonstrate success in school.

Performance Indicator	Resources/Definitions
4.1 After 300 hours of family participation in the program and 90% school attendance, 75% of primary-grade children will be reading at grade level and will not be placed on Individual Literacy Plans; or primary-grade children will demonstrate one year's growth in literacy skills within one year as measured by age-appropriate assessment instruments.	An **Individual Literacy Plan (ILP)** must be developed for any child not reading at grade level. A plan indicates a child's reading strengths and weaknesses and identifies activities to help improve her/his reading skills, including a home reading plan. **Implementing The Colorado Basic Literacy Act** is a resource guide which includes information about literacy assessments (K–3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at **http://www.cde.state.co.us/cdeassess/download/pdf/asimp_cbla.pdf**).
4.2 After 300 hours of family participation in the program, 75% of preschool-age children will be functioning at age-appropriate levels of development; or preschoolers will demonstrate one year's growth in reading readiness skills within one year as measured by age-appropriate assessment instruments.	**Building Blocks to Colorado's Content Standards: Reading & Writing** and **Building Blocks to Colorado's Content Standards: Mathematics** are guides for parents and teachers that reference early childhood education to Colorado's K–12 Content Standards. They support understanding of early childhood foundational skills and describe appropriate teaching strategies (available on the CDE website at **http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf** and at **http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf**).
4.3 After 300 hours of family participation in the program, 75% of primary-grade children will attend public school 90% of the time.	
4.4 After 300 hours of family participation in the program, 90% of primary-grade children will be promoted to the next grade level.	

Goal 5: Participating families will become more self-sufficient.

Performance Indicator	Resources/Definitions
5.1 After 300 hours of family participation in the program, 50% of parents will achieve self-sufficiency goals according to their family education plan. **Self-sufficiency Goals** ○ Obtaining and holding a job for six months ○ Improving employment status ○ Securing improved housing ○ Remaining in one residence for one school year ○ Reducing or stopping the receipt of public assistance ○ Returning children from foster placement ○ Sustaining an increase in community participation ○ Following a budget for six months	Improved employment status includes obtaining a raise, a promotion, or a different job with better hours, wages, or working conditions. Sustained increase in community participation includes any of the following: ○ Registering to vote and/or voting ○ Regularly using the public library ○ Obtaining a driver's license ○ Entering a branch of the armed services ○ Obtaining U.S. citizenship.



APPENDIX C: Even Start Directory

Aurora
Aurora Public Schools Family Literacy Program
Paula Niemi, *Even Start Coordinator*

Boulder (Boulder and Lafayette)
Boulder Valley Family Literacy Program
Karen Carr, *Family Literacy Manager*

Colorado Springs
El Paso County Centers for Family Learning
Debbie Butkus, *Family Literacy Specialist*

Commerce City
Region II Migrant Education
Marie Guinet, *Even Start Coordinator*

Cortez
Pinon Project Family Centers
Virginia Howey, *Executive Program Director*

Custer County (Westcliffe)
Custer County Even Start
Susan Nordyke, *Program Coordinator*

Denver
Quigg Newton/Focus Points Even Start Family Literacy Program
Adriann Wycoff, *Family Literacy Director*

Denver
Southwest Family Centers
Shannon Bills, *Even Start Coordinator*

Durango
Durango Even Start Program
Libby Culver, *Even Start Coordinator*

Pueblo (Avondale)
Pueblo Even Start Program
Veronica Ibarra, *Program Coordinator*

Roaring Fork Valley (Glenwood Springs and Rifle)
Roaring Fork Valley Even Start Program
Lee-ann Short, *Program Coordinator*

San Luis Valley (Alamosa, Monte Vista, and San Luis)
San Luis Valley Even Start Program/La Llave
Robin Leist, *Program Coordinator*

Trinidad
Trinidad State Junior College Even Start
Victoria Fernandez, *Program Manager*

Windsor
Weld County School District RE-4 Even Start
Mary Ann Klismet, *Early Childhood Programs Coordinator*

The Colorado Even Start Family Literacy website is located at **www.cde.state.co.us/cdecare/evenstart.htm**.

The Colorado Family Literacy Consortium website is located at **www.coloradoliteracy.net**.

41

COLORADO STATE BOARD OF EDUCATION—2003

RANDY DEHOFF, *Chairman,* 6th Congressional District, Littleton
JARED POLIS, *Vice-Chairman,* Member-at-Large, Boulder
CHRISTINE BACA, 7th Congressional District, Aurora
JOHN BURNETT, 5th Congressional District, Colorado Springs
EVIE HUDAK, 2nd Congressional District, Arvada
D. RICO MUNN, 1st Congressional District, Denver
CLAIR ORR, 4th Congressional District, Kersey
PAMELA JO SUCKLA, 3rd Congressional District, Slickrock

WILLIAM J. MOLONEY, *Commissioner of Education*

cde

Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203

Frank Fielden, *Even Start* *Coordinator*
303-866-6674 fielden_f@cde.state.co.us

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

PS031091